Digital Academy Final Project

Abby Thaker Instructor

Ashland College Course Number 630V2

Created by Joe Culley Rushwood Elementary School Art Educator

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**Project Summary**

**Content**

The academic art standard for this project’s focus is ***(to compare and contrast art forms from different cultures and their own cultures.)***

Students will know about an art form made from children who live in Swaziland called the Galimoto.

Students will create their own galimoto.

Students will observe Google Earth to identify where Swaziland is in relationship to where they live. Students will gain respect an appreciation for the children of Swaziland by making a galimoto.

Students will verbally articulate what they learned about galimotos to the class and their parents through the use of the websight Voice Thread.

Students will create a brain map as a way of reflecting upon their personal experience of creating a galimoto.

**Pedagogy**

The methods and strategies of teaching for this project are: inquiry, lecture, hands on, application, comparison, synthesis, creativity, judgment, individualized instruction and multi sensory learning.

**Technology**

The technological tools utilized for this project are: Microsoft Power Point, Google Earth, and Voice Thread.

**Reflection**

**Was the technology you selected a good fit for the content and pedagogy of the lesson?**

I utilized Voicethread, Google Earth, and Powerpoint digital tools for this project. I strongly believe that these tools were highly effective in teaching this project because it allowed for macro and micro perspective , as well as observations and reflections according to the subject taught. The students were able to visually see were the Galimoto toy I bought in Swaziland by observing a digital journey on the Google Earth websight. We first began our journey by looking at an actual galimoto toy made by children who live in the country of Swaziland. I showed them photos of me in Swaziland while on a Fulbright Scholarship studying the educational pedagogy and cultural paradigms in the schools. Then we watched a Google Earth journey beginning at our school at street level then going to Manzini Swaziland, the city where the picture of me was taken. This allowed for an accurate micro macro relationship to be visualized.

I then presented them with a Microsoft Powerpoint showing various Galimotos constructed by children. This allowed for an entire class presention and class discussion pertaining to art elements stipulated in art standards for Ohio.

When the students built their own versions of a galimoto they observed a variety of illustrations of tin and aluminum objects as well as packages of items that are consumed in Ohio.

After they finished building their creations the students took part in a Mind Mapping experience as a part of the reflection part of the lesson. Through Mind Mapping new ideas and associations were generated. I then took digital pictures of their finished galimotos and mind maps. These were then placed into the Voice Thread website. Each student then commented on their experience of the project. They talked about their likes and dislikes.

All of these technological tools allowed for: visual and auditory articulation/expression; an audience to spur further discussion; reflection to allow for aesthetic likes and dislikes; a broad experience of comparing and contrasting; a platform to increase the students sense of self esteem by showing their efforts to the World!; motivating students to do their best work because they know their project will be published for all to see.

**What adjustments will you make next time to improve the effectiveness of the lesson?**

I will have the students do some self online research pertaining to galimotos. I would encourage a broader range of dynamic interaction of critic an aesthetic inquiry through the commentary capabilities of the Voice Thread websight.

**I will share this project with colleagues** by sending emails, word of mouth and within a discussion group pertaining to creativity in the classroom found on the district’s online technology information websight called ning.

**Student Samples** can be found on the following websight: http://voicethread.com/?#u1437245

**Rubric**

10pt Total Score

Developing Skills Grade

|  |  |
| --- | --- |
| 10 pts | 4 = Advanced |
| 7-9 pts | 3 = Independent |
| 5-6 pts | 2 = Supported |
| 1-4 pts | 1 = Limited |

1. Students will know about and be able to describe an art form made from children who live in Swaziland called the galimoto and why they are handmade. 2pts total
2. Students will create their own galimoto by illustrating cardboard with products found in their own cultural environment. 1pt total
3. Students will construct and apply a cone, cylinder and box from cardboard in the forming of their own galimoto. 4pts total
4. Students will verbally or visually express an appreciation for the children of Swaziland by making a galimoto and compare how their project is the same or different from them. 2pts total
5. Students will make a brain map as a way of reflecting upon their personal experience of creating a galimoto. 1pt total

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| --- | --- | --- | --- | --- | --- | --- |
| Melanie laviano | 1. 2pts. | 2. 1pt | 3. 4pts | 4. 2pts | 5. 1pt | Total score 10pts.  Developing Skills 4 |
| Megan Alders | 1. 2pts | 2. 1pt | 3. 4pts | 4. 2pts | 5. 1pt | 10pts.  Developing Skills 4 |
| Nicole Woodburn | 1. 2pts | 2. 1pt | 3. 4pts | 4.2pts | 5. 1pt | 10pts.  Developing Skills 4 |
| Lindsey Churney | 1. 2pts | 2. 1pt | 3. 4pts | 4. 2pts | 5. 1pt | 10pts.  Developing Skills 4 |